Course Name	Computer Literacy	**Course Code**	
School Name	Vanderlyn Elementary School	**Teacher Name**	Mr. Green
School Phone Number		**Teacher Email**	Marcus_a_green@dekalbschoolsga.org
School Website	www.vanderlynes.com	**Teacher Website**	

Course Description

The goal of the Digital Literacy and Computer Science standards is to enable students to use cognitive and technical skills responsibly in finding, evaluating, creating, and communicating information. Standards will also introduce students to the study of computers and algorithmic processes, including computer science principles, hardware and software design, applications, networks, and societal impacts, so that students will be fully equipped with the important, increasingly valuable knowledge and skills needed in college and careers.

In the K-5, the continuum focuses more on digital literacy, the skills that students must learn with the introduction of computer science standards.

Curriculum Overview
The following academic concepts will be covered. **THIS IS ONLY A GUIDE AND IS SUBJECT TO CHANGE.**

CURRICULUM OVERVIEW—Computer Literacy K-2
I n the primary grades (Grades K-2), students begin their formal study of digital literacy and computer science skills. As they are introduced to the digital world, students explore concepts by integrating basic digital literacy skills with simple ideas about computational thinking. At this level, the focus is on learning with digital tools, enhancing the process and student outcomes. Students begin to choose the best tool to meet a need or solve a problem. They discover ways to think and to use digital tools to complete tasks more easily, collaboratively, and efficiently. Students in kindergarten through second grade will meet the following learning goals: • As *Computational Thinkers,* students explain how computing is an integral part of our world. • As *Citizens of a Digital Culture,* students demonstrate ways to be good digital citizens. • As *Global Collaborators,* students collaborate with other learners and contribute ideas to their joint projects. • As *Computing Analysts,* students use their growing knowledge of computers to create artifacts systematically and efficiently. • As *Innovative Designers,* students undertake challenges and create new ways to address existing problems. By the end of second grade, students understand the importance of perseverance as they create plans, collect data, and analyze data to make informed decisions.

CURRICULUM OVERVIEW—Computer Literacy 3-5
In Grades 3-5, students explore diverse computing devices and digital tools while developing their problem-solving and computational thinking skills. These skills are necessary across the curriculum. Third- through

fifth- grade students are able to engage in learning in ways that are methodical and imaginative. Students' capabilities as problem solvers, innovators, and creators build on their K–2 experiences.

Students in third, fourth, and fifth grades will meet the following learning goals:

- As *Computational Thinkers,* students use problem-solving processes to understand how to write and debug an algorithm and to evaluate and create new informational representations which successfully reframe an issue.
- As *Citizens of a Digital Culture,* students demonstrate an understanding of concepts involving safety and security, responsible use of technology, and the influence of technology on its users.
- As *Global Collaborators,* students collaboratively utilize intermediate research skills to create artifacts and use digital tools to communicate or exchange information.
- As *Computing Analysts,* students understand and use various computing devices strategically to solve a problem and accomplish a task in the most effective way.
- As *Innovative Designers,* students pioneer new solutions, products, and processes through design thinking and be familiar with the advantages and limitations of technology.

When these learning goals are mastered in a student-centered environment, students will become proficient global citizens who are able to deal with a rapidly changing world. Georiga's students will be able to solve both intermediate and complex problems and find desirable solutions for both local and global issues. The design thinking process will allow students to use logic, intuition, imagination, and systematic reasoning to explore what could be and create innovative solutions that benefit themselves and others.

BOARD-APPROVED INSTRUCTIONAL MATERIALS

Title	TBA
ISBN	TBA
Replacement Cost	N/A
Online book and/or resources	TBA
Online student access code (school specific)	TBA

GRADING SYSTEM: The DeKalb County School District believes that the most important assessment of student learning shall be conducted by the teachers as they observe and evaluate students in the context of ongoing classroom instruction. A variety of approaches, methodologies, and resources shall be used to deliver educational services and to maximize each student's opportunity to succeed. Teachers shall evaluate student progress, report grades that represent the student's academic achievement, and communicate official academic progress to students and parents in a timely manner through the electronic grading portal. **See Board Policy IHA**.

GRADING CATEGORIES	*GRADE PROTOCOL		
Formative and Diagnostic Assessments – 0% **Assessment Tasks (Skills & Homework) – 25%** **Classwork (Guided, Independent, and Group Practice) – 45%** **Quizzes, Tests, and Projects – 30%**	**A** **B** **C** **D** **F**	90 – 100 80 – 89 71 – 79 70 Below 70	~**P** (pass) ~**F** (fail)

Notes:
*English Learners (ELs) must not receive numerical or letter grades for the core content areas in elementary and middle school during their first year of language development. A grade of CS or CU must be assigned. This rule may be extended beyond the first year with approval from the EL Studies Program. English Learners must receive a grade for ESOL courses.

~Elementary schools will utilize P (pass) and F (fail) in Health/Physical Education, Music, World Languages, Visual Arts and Performing Arts.

DISTRICT EXPECTATIONS FOR SUCCESS	
STUDENT PROGRESS	Semester progress reports shall be issued four and a half, nine and thirteen and a half weeks into each semester. The progress of students shall be evaluated frequently, and plans shall be generated to remediate deficiencies as they are discovered. Plans shall include appropriate interventions designed to meet the needs of the students. **See Board Policy IH.**
ACADEMIC INTEGRITY	Students will not engage in an act of academic dishonesty including, but not limited to, cheating, providing false information, falsifying school records, forging signatures, or using an unauthorized computer user ID or password. **See the Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook.**
HOMEWORK	Homework assignments should be meaningful and should be an application or adaptation of a classroom experience. Homework is at all times an extension of the teaching/learning experience. It should be considered the possession of the student and should be collected, evaluated and returned to the students. **See Board Policy IHB.**
MAKE-UP WORK DUE TO ABSENCES	When a student is absent because of a legal reason as defined by Georgia law or when the absence is apparently beyond the control of the student, the student shall be given an opportunity to earn grade(s) for those days absent. Make-up work must be completed within the designated time allotted. **See Board Policy IHEA.**
SCHOOL EXPECTATIONS FOR SUCCESS		
CLASSROOM EXPECTATIONS	(Online Environment) 1. Be ready to learn. 2. Don't eat or drink near your computer Create a quiet workspace. 3. Keep other devices off during class time. 4. Be respectful of others during live lessons. 5. Check in daily and turn in assignments on time.	Class Consequences 1. Verbal warning 2. Call home 3. Online conference 4. Referral to assistant principal
MATERIALS AND SUPPLIES	**TBA**	
EXTRA HELP	**TBA**	
PARENTS AS PARTNERS	**TBA**	

Additional information to support continued contact:

Information	Parent/Guardian
Day Time Phone Number	
Cellular Phone Number	
Home Phone Number	
Email Address	Marcus_a_green@dekalbschoolsga.org